APPENDIX B

Brief outline for each course topic

Week 1: Introduction to Mixed Methods Research

The first class of the semester will serve as a brief introduction to mixed methods research. The course will be a combination of discussion and lecture. After a brief introduction of myself, students will be asked to go around the room and state their name, department, research interests, and previous experience with mixed methods designs, if any. The course will then be introduced. I will go over the syllabus and discuss assignments and course topics.

Following this, the questions for discussion will be:

1. What are mixed methods? What is the difference between mixed methods and multi method?

2. Why are you taking a mixed methods course? What need does this course fill for you personally?

3. What are the advantages and disadvantages of qualitative methods? What are the advantages and disadvantages of quantitative methods?

4. What benefits do you think can be gained by incorporating both qualitative and quantitative methods? Use examples from your own research.

5. Discuss the differences in qualitative and quantitative methods in terms of methodological, epistemological, and ontological questions.

Week 2: The philosophical purists

This class is designed to be a review of the philosophical underpinnings of qualitative and quantitative research. The readings for today discuss the various paradigms and provide an introduction to pragmatism. Students are also asked to write a response paper that describes what their research beliefs are. I really would like student to really think about what guides them when starting a research project. I wouldn’t be surprised if many students find that they following a pragmatic path. They choose the methods that best suit them.

Following a brief review of last week’s class, the questions for discussion will be:

1. What are the paradigms that guide quantitative research? Positivism/post-positivism

   A brief history of the post-positivist perspective will be presented and discussed.
2. What are the paradigms that guide qualitative research? *Constructivism*

A brief history of the constructivist perspective will be presented and discussed.

3. Discuss flaws with each paradigm.

4. What is the incompatibility thesis? Do you agree with this idea?

**Week 3: The paradigm war – resolved?**

During this week, the evolution of the paradigm war will be discussed along with an introduction to pragmatism. Much of class will probably focus on the Salomon article and working through that because it can be quite difficult to understand. Questions for discussion include:

1. What is pragmatism?

2. Do you agree that we should just get rid of the philosophical “mumbo-jumbo?”

3. Describe the role of the research question in pragmatism?

4. What does Salomon mean by the systemic versus the analytic approach?

5. How does theory fit into qualitative and quantitative research? Mixed methods?

6. Is Salomon a pragmatist? Or does have a different viewpoint?

7. Discussion of the other stances on mixing paradigms – dialectic, creation of a new paradigm, concept driven.

8. What happens when our findings from each method don’t agree?

**Week 4 – Transformative-emancipatory Perspective**

The purpose of this class is to introduce the students to the alternative perspective guiding mixed methods research.

1. What is the transformative-emancipatory perspective?

2. What is critical theory?

3. How does this perspective answer questions of ontology, epistemology, and methodology?

4. Why does this perspective require or benefit from mixed methods designs?
5. Discussion of articles that students found.

Week 5: When are mixed methods designs most appropriate?

Much of this class will revolve around the students articles that they found for an assignment. Each student will be asked to present the findings of one article they researched. The advantages of using mixed methods in relation to each article will then be discussed. Other questions for discussion include:

1. When do Newman et. al think mixed methods could be most appropriate?
2. Which categories do your articles fit into?
3. Compare the ideas of Newman et. al to Johnson.
4. How does Johnson distinguish between mixed method and multi-method?
5. What does Johnson mean regarding deductive versus inductive?

Week 6: Research designs

For this week’s class, I am going to find articles that fit each type of research designs. Students will break into groups and briefly read the methods section of each article (or if I can find them ahead of time, I will assign the groups to read the article as homework). Then the groups will be asked to present the article to the class detailing what type of design was used and what advantage the mixed method had. There will be one student group for each type of research design: sequential, concurrent, and transformative.

1. What kinds of methods do you typically think of regarding qualitative and quantitative studies?
2. What are the types of research designs available in mixed methods?
3. Create a matrix of type of research design by the following criteria: 1) which method comes first? 2) is data collection simultaneous or sequential? 3) which method has priority?
4. What would you think would be the best strategy for data analysis?

Week 7: Triangulation / Dissonant results

Because triangulation was only discussed briefly last week, the focus of this week’s class will completely be on triangulating data. If possible, I would like to find some quantitative results and qualitative results that study the same phenomenon. Students could then be given summaries of both sets of results and asked to triangulate their
findings. (Example – I have information from an evaluation of the e-ship minor –
quantitative survey results and qualitative focus group results that say different things).
Students will discuss the findings of both methods and reach a conclusion.

1. Describe Jick’s perspective on divergent/convergent findings.

2. Discuss Perlesz and Lindsay’s paper.

3. What is complementarity?

4. How does this relate to reliability and validity in the traditional sense?

Week 8: Sampling and data collection techniques

Before discussing the readings for this week, students will informally present their
research ideas for their proposal. The class will be encouraged to discuss the ideas and
provide suggestions. The remainder of the class will be focused on discussing the
chapter readings:

1. Discuss how sampling is usually discussed in qualitative versus quantitative
   methods. What are the general issues in sampling?

2. What is probability sampling?

3. Discuss how generalizability is conceptualized in qualitative versus quantitative
   methods?

4. What is purposive sampling?

5. What is convenience sampling?

6. How does Kemper et. al believe that sampling should occur in mixed methods
designs?

7. Compare single versus mixed methods sampling procedures.

8. According to Johnson, what is the fundamental principle of mixed methods
research?

9. Discuss validity and reliability in relation to mixed methods designs.

Week 9-11: Analyzing Data

Both traditional and integration methods of data analysis will be discussed. For the first
week, students will review methods typically used to analyze quantitative data. Then
methods to analyze qualitative data will be discussed.
1. What are the data analysis decisions according to Onwuegbuzie and Teddlie?

2. What are manifest versus latent effect sizes?

3. What methods are available to compare qualitative versus quantitative results?

4. Describe various data transformation processes.

5. What are the advantages and disadvantages of transforming data to make mixed methods comparisons more feasible?

**Week 12: Data interpretation – Making Inferences**

This week is the last of the new content. Discussion will be lead guided by the two chapter readings for this week.

1. What is an inference?

2. Discuss the role of inferences in convergent versus divergent results.

3. What are the rules of integration according to Erzberger and Kelle?

**Weeks 13-15 Applications of mixed methods designs**

During the last couple weeks of class, applications will be used. For the first week, mixed methods in the evaluation context will first be considered, as education students are often involved in program evaluations. For the second week, a variety of articles will be discussed. These are still to be determined.

**Weeks 16-17: Student presentations.**